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ABSTRACT

This manual helps local education agencies (LEAs) create and develop summer school programs for children of migrant workers in North Carolina. It includes models for summer programs in music, art, vocational education, reading, language arts and math. The manual includes sections on financing, planning, student transportation, summer lunch program, personnel and salaries. It includes question-and-answer section and charts of the state accounts and codes commonly used in migrant summer school programs. Appendices include state legislation creating summer school programs, sample LEA project objectives, tips on documenting students' eligibility, descriptions of seasonal work, and summer term project activities. (TES)

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SUMMER MIGRANT EDUCATION

ADMINISTRATIVE MANUAL

North Carolina Department of Public Instruction
Raleigh, North Carolina

RC016655

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SUMMER MIGRANT EDUCATION
ADMINISTRATIVE MANUAL

1988

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ADMINISTRATION OF MIGRANT SUMMER SCHOOL

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ADMINISTRATION OF THE MIGRANT SUMMER SCHOOL PROGRAM

Overview

All local education agencies operating regular term projects are encouraged to apply for migrant summer school funding. Every effort should be made by the local unit to coordinate migrant summer school with any program that may help provide assistance in service and funding. A few programs that may be of assistance are JTPA, Dropout Prevention, Child Nutrition and most importantly, the State Summer School Program. By gathering all of the state and local resources available to aid in the training of our summer migrant children, we can provide a better program for these children. Limited migrant funds make it essential that every avenue available be reviewed.

The LEA is encouraged to assign teaching and administration responsibility to experienced migrant staff. These staff members have experience in planning, managing and evaluating an effective migrant program. Early selection of staff will help facilitate staff development for teachers, early participation in the development of the personal education plan, and preparation for the instructional program.

Based upon funds available, an application should be submitted to the Division of Support Programs/Migrant Education Section. The local education agency (LEA) is encouraged to use local and available state funds to provide additional support for the migrant summer school program.

Summer School Models

Many summer migrant programs have chosen to operate independent of the State BEP summer school. Many of these migrant programs will run with a separate staff at a different site. This effort will allow the migrant program to offer times and activities that may be limited if offered in conjunction with the state summer school program. Several migrant programs have chosen to operate six to seven hours a day and from six to eight weeks. This will give the unit time to offer programs such as music, art, library and vocational education in addition to the basic reading, language arts, and mathematics. Some directors feel that special programs cannot be offered to migrant students and not to state summer school students if they are located at the same site. By attending migrant summer school and not the state summer school, the children will not have the stigma of having to attend because of failure.

A migrant program may wish to coordinate its program with the state summer school program in order to save funds and better utilize the staff, facility, and transportation. In this model, the LEA may operate two separate programs on the same site. This lends itself to better utilization of funds but may restrict the migrant program as far as length of program, field trips, and extra programs offered. By using the same on-site coordinator, facility, transportation, library service, custodian, bus driver, and food service, migrant funds may be used for direct services to children.

The third and most effective model for units with very few students and low budgets is to place the migrant students in the state summer Basic Education Program. These students may be served after the students that have failed state or local standards have been served. Placement will be based on remediation needs. Using this method, an LEA may operate a summer migrant program at very little cost. These migrant students are enrolled in both the State BEP and the migrant summer program and may receive services and funds from both programs.

Many units have organized their migrant summer program around a particular theme such as reading, math or computers. All of the instruction would be organized around the chosen theme as much as possible. The school may be called a math camp or computer camp, etc. Using this method may help to eliminate any stigma connected with summer school since most children do not mind telling their friends they are going to a computer camp. This camp would include computer math, computer art, etc. Even physical education can get into the act by keeping the child's exercise chart on a computer program.

Finance

Each LEA will receive an allotment of state funds for the implementation of the migrant summer school program and may not exceed this allotment. All unexpended funds will be returned to the state at the end of the summer program. There will be no carry-over funds. Funds allotted may be used for any approved expenditures necessary to operate an effective summer migrant program.

Uniform Chart of Accounts

The program report code for migrant summer school is 05. Listed on the following chart are some of the most common codes used in migrant summer school programs. For additional codes or further information consult your NORTH CAROLINA PUBLIC SCHOOLS UNIFORM CHART OF ACCOUNTS MANUAL or contact Ben Brown at 733-3841.

SALARIES

Salary for Teachers 3-5200-05-121
Salary for Aides 3-5200-05-142
Salary for Tutors 3-5200-05-143
Substitute Teachers 3-5200-05-182

Instructional Supplies/Materials 3-5200-05-182

EMPLOYEE BENEFITS

Social Security 3-5910-05-211
Retirement 3-5910-05-221
Workers' Compensation 3-5910-05-232
Unemployment 3-5910-05-233

ATTENDANCE HOME/SCHOOL

Salary - Home/School Coordinator 3-6120-05-139
Salary - Attendance Counselor 3-6120-05-172

HEALTH SERVICES

Medical/Dental Services 3-6140-05-311

OTHER PUPIL SUPPORT SERVICES

Educational Field Trip 3-6190-05-311
Supplies and Materials - PAC 3-6190-05-412
Clothing, Shoes for Students 3-6190-05-419

IMPROVEMENT, INSTRUCTIONAL

In-service (Staff Development) 3-6210-05-312
Reproduction Costs 3-6210-05-362
Salary (Records Clerk/Recruiter) 3-6330-05-151
Audit Fee 3-6330-05-313
Salary (Director) 3-6330-05-113
Travel (Director) 3-6330-05-332
Office Supplies 3-6330-05-412
Telephone Toll Calls 3-6540-05-341
Cleaning - Janitorial Supplies 3-6540-05-412
Custodian Salaries 3-6540-05-173

FOOD SERVICE

Food Purchases (Snacks, Picnics) 3-6560-05-451
Pupil Transportation 3-6550-05-331
Pupil Liability Insurance 3-6550-05-626
Social Security 3-6910-05-211
Retirement 3-6910-05-231
Hospitalization 3-6910-05-231

Matching Retirement Costs 3-6910-05-221

Matching Workman's Compensation 3-6910-05-232

Indirect Costs 3-8100-05-692

EMPLOYEE BENEFITS

Social Security 3-6910-05-211
Unemployment 3-6910-05-233
Indirect Costs 3-8100-05-692
Reserve Fund 3-8200-05-699

Planning

There are many special issues to consider in structuring an effective migrant summer school program. Below are some items which may be helpful in planning.

A. ALLOTMENTS - Each LEA will be notified of its tentative allotment prior to the beginning of the migrant summer program. The allotment for the 1988 summer program will be based upon the number of students enrolled, special needs of students, migrant status of students, objectives of the project, length of the project, special services needed for students, the availability of resources from other agencies, previous operating costs for summer migrant education projects, and the basic education program summer school. (For additional explanations, see Appendix.)

B. STUDENT SELECTION - Early and accurate identification of the students who are to participate is an essential step in organizing the migrant summer school program. LEAs must serve eligible migratory children according to their assessed needs in the following order:

- School-age currently migratory children
- School-age formerly migratory children
- Preschool currently migratory children
- Preschool formerly migratory children

C. CLASS SIZE - LEAs are encouraged to maintain a class size of approximately fifteen students per teacher. Due to the uncertainties of the mobility of the migrant children, the class size may vary from beginning to ending of the program.

D. SITE SELECTION - The summer school program site(s) should be selected on the basis of such factors as space availability, comfort and safety features, wide range of appropriate resources, proximity to students who will be attending the program, the ages and grades of the students, transportation time, operational costs, and the state summer school program.

E. PROGRAM APPLICATION - A program application is required from each LEA before operating a migrant summer program. Each LEA will receive applications from the state office before the end of the regular term.

F. SCHOOL SUPERVISION - The school principal or on-site coordinator should be given the responsibility for supervision of the daily operation of the summer school program and should be involved early in the planning of the program. The principal may exercise this responsibility through the supervision of a lead teacher.

G. COORDINATION - Coordination of the migrant summer school program with other summer activities may produce greater results and reduce per-pupil costs of some services. Review the possibilities of coordinating with the JTPA, Child Nutrition, State Summer School, Chapter I and other programs. They may be able to work with you to serve the interest of both programs.

H. PERSONAL EDUCATION PLAN - One of the most essential elements of a successful summer program will be the design of the personal education plan (PEP). Great care and skill should be used in reviewing student performance with respect to the minimum competencies in reading, language arts and mathematics. Using these results along with other diagnostic data, the staff should develop a personal education plan for each student participating in the migrant summer school program. Materials, supplies, and equipment should be available to meet the needs outlined in the plan. The personal education plan should be completed for many students before the student begins the first day of the migrant summer school program and within the first five (5) days after school starts for new students.

I. PROGRAM EVALUATION - An evaluation is required fifteen (15) days after the last day of operation. Evaluation forms will be provided to the program director. Proper documentation should be a continuous effort throughout the program operation. Review your project objectives to gather documentation. (See Appendix.)

J. LEA ACCOUNTABILITY - One or more LEA staff persons should have the responsibility to visit schools and classes to insure that the program has been organized and is being conducted according to the standards prescribed by both state requirements and local policies.

K. DEPARTMENT OF PUBLIC INSTRUCTION ACCOUNTABILITY - The State agency staff will make on-site visits to selected local programs to observe the implementation of the migrant summer school program. Staff visits will include studies of test data, reviews of individual program components, interviews with teachers and principals, and review of MSRTS and certification records.

L. STAFF DEVELOPMENT - Workshops will be available in all eight (8) educational regions for prospective summer school teachers. Each region will be polled to determine the best possible dates and the number of participants. The migrant summer school staff is welcome to participate in these regional workshops. Migrant Education will sponsor a Record Clerk/Recruiter Workshop June 21 and 22. The workshop will be held in Raleigh.

M. PARENT INVOLVEMENT AND VOLUNTEERS - Recent figures show that approximately 120,000 citizens give 2,105,657 hours of volunteer service in North Carolina classrooms during a school year.

. The resources, experience, and knowledge of volunteers aid both teachers and students.

. Tutoring, field trips, office assistance, and special presentations are among the many services volunteers provide.

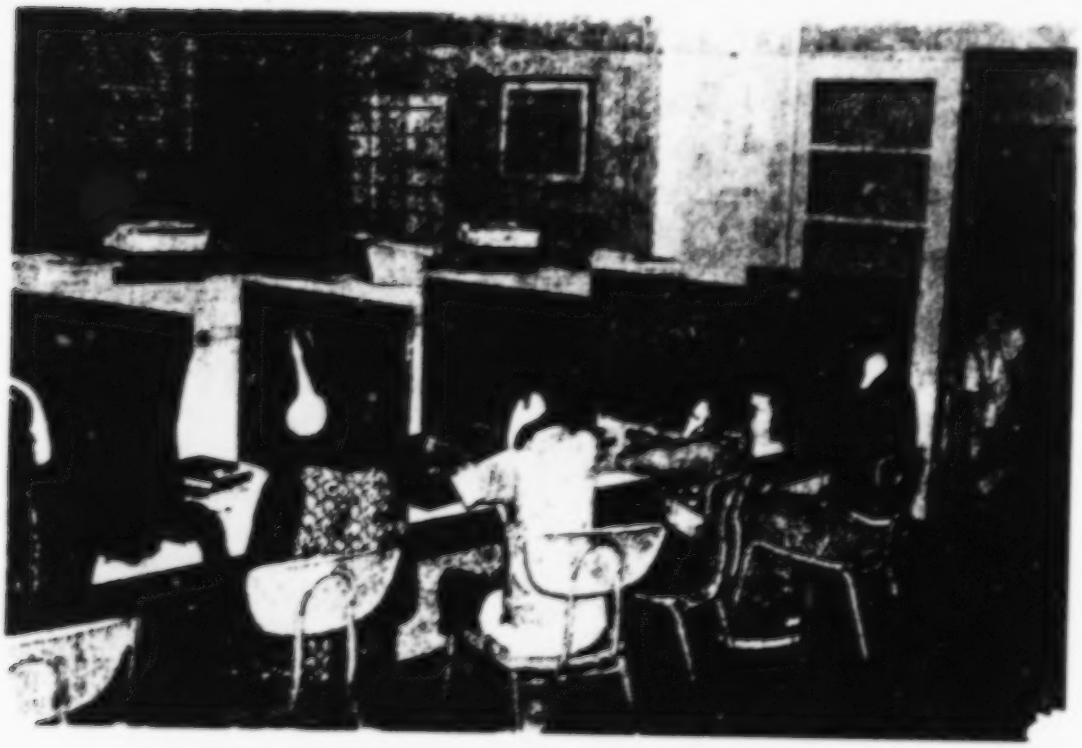
Parent involvement is required by regulations in the design, organization, and operation of the migrant summer school program. Involve parents and interested people in the community in the program as volunteers.

At a conservative $4.00 per hour, the value of volunteer assistance exceeds $8.4 million per year.

Many summer programs have effectively used adult and student volunteers in the summer school programs. These volunteers may be used in many of the same ways the summer youth workers may be used. Bring in your PAC, parents, and grandparents to assist you in summer school. An excellent source of information about volunteers is the school-community relations coordinator at each regional center. These people have a wealth of information that will be helpful to you and will be glad to work with you.

N. LEA PROJECT OBJECTIVES - As part of the application process, each LEA is required to submit a list of objectives for the summer migrant program. A sample list of objectives has been provided (see Appendix).

O. PARENT ADVISORY COUNCILS - A migrant PAC is required for summer programs as it is for regular term programs. The majority of the members of the PAC must be parents of migrant children, but the councils working together make an excellent team. For further information regarding PACs, review section 125(2)(a) through (j) of the regulations.



Transportation

Next to the cost for teachers, the cost for transportation is a primary expense. There are few alternatives to transporting the children to and from school. If your summer budget is so small that it does not allow for transportation, you may wish to have parents drop off and pick up their children either at school or at a central pick up point. Some units have run both Chapter I and migrant summer school programs without transporting children.

Transportation cost is established by the state on a per mile basis. The average cost for the state is .6677 cents per mile, but each LEA may be more or less. You will need to contact your local director of transportation. He has already received the per mile cost for your LEA from Norfleet Gardner, Director of the Division of Transportation.

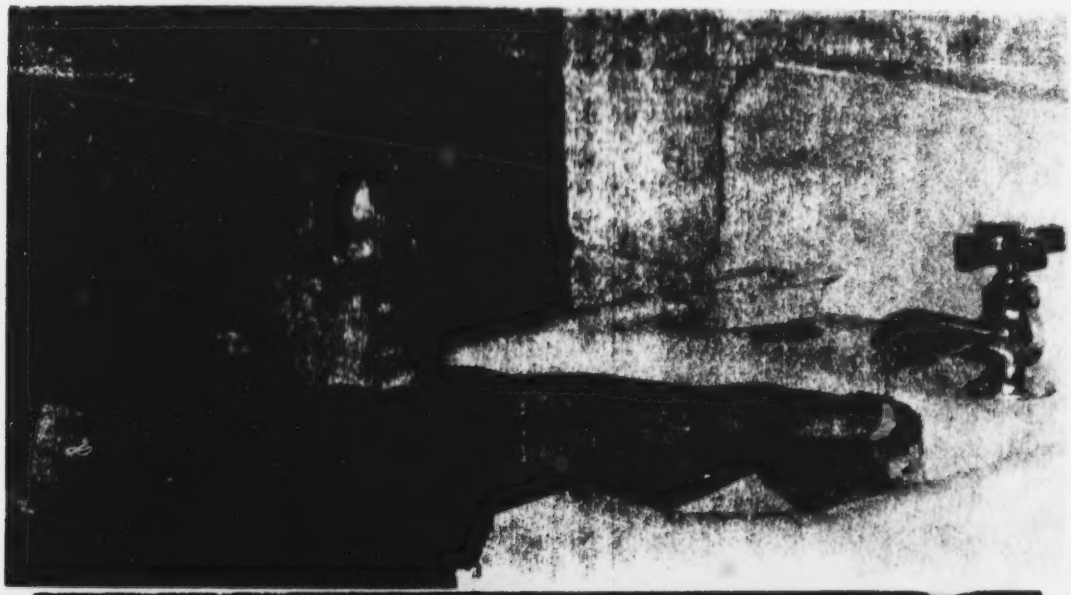
Children who have not failed the state or local minimum standards may be able to attend the State Basic Education Program Summer School. After children who failed the state standards are served, migrant children with remediation needs may be allowed to ride the bus without cost to the migrant program if they are enrolled in the BEP summer school.

Transportation can be provided by school bus or, where it is more economical due to distance and the number of students, a contractual arrangement can be made, subject to the same conditions as governs contract transportation for exceptional children. The use of the activity buses is not permitted as a means of transporting summer school students. These buses do not meet the Highway Safety Program Standard No. 17, issued by the National Highway Traffic and Safety Administration for transporting pupils to and from school and making passenger stops on the highway.

Policies, laws, and procedures for tort claims insurance regarding the state-funded summer school programs are the same as those currently applicable for state and non-state funded programs. That is, the funding source for the program in which the student is enrolled must provide the insurance coverage for the student. Programs that are not state funded must provide their own insurance coverage for students and transportation vehicles.

Summer Lunch Program

Several summer programs were funding the entire cost of the summer lunch program. Involve the Division of Child Nutrition and your local food services manager early. Much of the cost for food and services may be picked up by Child Nutrition. This is one cost that should be eliminated or, at least reduced, for many summer migrant programs. Another alternative to feeding the students is to run the program before or after the meal. A program that runs from 7:30 a.m. to 11:30 a.m., or from 12:30 p.m. to 4:00 p.m., may only require a snack during the day. Some units have contracted to have "Class A" lunches delivered each day to the summer school site.



Personnel

Personnel employed through the migrant summer school program must meet state certification requirements. LEAs are strongly encouraged to employ the most qualified staff in the summer school program taking into consideration the staff's experience, training, and ability to work effectively with migrant students who require positive, individualized, remedial instruction in reading, language arts, and/or mathematics.

Migrant summer school program personnel employed beyond the regular ten-month school term have the right to earn and use both sick and annual leave when their salaries are paid in part or in whole from state funds. Annual leave may be used only under the conditions of state and local policies and with the approval of the immediate supervisor.

In accordance with G.S. 115-84(a), local boards of education may establish the workday for teachers. The minimum full workday for salary purposes shall be six hours. Local units may employ teachers for less than a full day and pay them on a pro-rata basis. Teachers shall be paid based on their certified salary.

Salaries

. Determination of Length of Employment

- Certified
  In accordance with G.S. 115C-84(a), local boards of education may establish the workday for teachers.

  EXAMPLE 1:
  The local board establishes the summer school day as seven (7) hours. LEAs require some teachers to work six (6) hours. Salary must be prorated and paid for six-sevenths of a day (85.71%).

  EXAMPLE 2:
  The local board establishes the summer school day as seven (7) hours. Some LEAs require teachers to work seven (7) hours. Salary is paid at 100% time.

- Non-Certified

  EXAMPLE:
  The non-certified salary schedule, with the exception of aides, will be based on a forty-hour work week. The local board establishes the summer school day as seven (7) hours. Some LEAs require a clerical employee to work seven (7) hours. Salary schedules are based on eight (8) hours per day and the salary must be prorated and paid for seven-eighths of the base salary (87.50%).

. Daily Rate Procedures

The daily rate for summer employment must be determined as follows:

EXAMPLE: (For June daily rate)
The monthly certified salary is $1,963.00
divided by 30 days for June = $65.44

EXAMPLE: (For July daily rate)
Monthly certified salary is increased to $2,054.00
divided by 31 days for July = $66.26

. Salary Payments

- Salary Schedule
  All certified employees must be paid based on their certified pay level. The current salary schedule will be in effect for the time worked and paid through June 30. Salary payment for time worked from July 1 on, and paid after that date, will be based on the 1988-89 salary schedule. The lead teacher shall be coded and paid on the assistant principal's salary schedule at one pay level above what he/she would otherwise earn. Persons employed as lead teachers in the migrant summer program shall be paid at this level only for the current summer program.

QUESTIONS AND ANSWERS

1. Q. Can an assistant principal be the "lead teacher," and if so, at what salary would he/she be paid?

   A. An assistant principal may be the "lead teacher" only if he/she teaches. The salary of this individual would not change if he/she is already on the assistant principal's salary schedule. The essential element is the lead teacher must teach.

2. Q. Is there a minimum number of hours per day that a "lead teacher" must teach?

   A. Yes. They must teach a minimum of half the instructional day for students.

3. Q. How many hours does a full day consist of in summer school for salary purposes?

   A. Under State Law the minimum workday is six (6) hours. Local boards, however, may establish a longer teacher workday.

4. Q. If an LEA establishes a six-hour day and teachers work five hours of the day, how is their pay determined?

   A. The teachers are paid 5/6 of their certified salary.

5. Q. Can JTPA summer youth workers be used as bus drivers if they have a bus driver's license?

   A. No. Only staff paid from the LEA can drive a school bus.

6. Q. If a migrant child is enrolled in the Basic Education Program Summer School, can the child be enrolled into the MSRTS?

   A. Yes. If a migrant child is served by the LEA in the summer, he should be enrolled into the MSRTS.

7. Q. Can the transportation cost for migrant students with identified remediation needs be incurred by the state summer school program if these students are served by the migrant teacher?

   A. Yes. Any child enrolled in the BEP summer school based on remediation needs may be served with BEP and migrant funds.

8. Q. The designated annual leave days for regular contract (ten-month) time are June 16-18. Can the summer school program start on June 16, or must the LEAs wait until June 19 to start summer school?

   A. As long as the days involved are annual leave days, summer school may be started on June 16.

9. Q. The regular ten-month contract ends on June 13. June 12 and 13 are designated annual leave days and June 9, 10, and 11 are teacher workdays. May the summer school program begin on June 9?

   A. No. Summer school cannot be started on days designated as required workdays in the regular school year. The earliest summer school could begin is June 12, since these are annual leave days.

10. Q. Do teachers earn annual leave and sick leave during summer school?

    A. Yes, according to the annual leave and sick leave regulations.

11. Q. May a teacher take annual leave and sick leave during summer school?

    A. All leave must follow sick leave and annual leave regulations. Of course, annual leave may only be taken when students are not in attendance.

12. Q. May teachers be paid on an hourly basis per day?

    A. No. Teachers are to be paid on a percent of a day.

13. Q. Are summer school employees to be paid for weekends and holidays?

    A. Yes, their salary is based on the number of days in a month, i.e., 20 days over 31 days.

14. Q. Can summer school employees work less than a five-day work week?

A. A local unit may schedule a four-day work week if the fifth day is scheduled as absent without leave (except for July 4). Under no circumstances will the four-day work week be construed to add additional sick leave, annual leave, or other benefits to an employee.

15. Q. Migrant education teachers have been paid the same rate all summer. Can they continue this procedure or must they comply with the salary regulations written for the summer school program?

A. State and federal funds must comply with the effective date of salary schedule changes which is normally July 1 of each year.

16. Q. Should the local summer school teachers be on the 408?

A. Yes, since state and federally funded teachers will be receiving experience credit, it would be unfair to the locally paid teachers if they were not included. This does not imply you would have to pay your local teachers on the state salary schedule as long as your unit has a locally adopted salary schedule.

17. Q. Can a lead teacher be given additional work hours beyond the teaching hours, but less than a full day, rather than placing the lead teacher one step higher than their current salary?

A. No. The policy adopted by the Board states that the lead teacher shall be paid on the assistant principal's salary schedule one pay level above what he or she earned as a teacher.

18. Q. What insurance company will be available for buses and pupils in the portion of the summer school program that is not state funded?

A. The insurance company must be negotiated each year. For summer school 1988, the insurance is available through Travelers Insurance Company. The contracting agency is the North Carolina Association of Insurance Agents.

19. Q. Summer school is established as seven hours. Teachers will be employed for five hours a day and receive 5/7 salary. The lead teacher will be teaching also for five hours a day. Is it permissible to have the lead teacher work an additional two hours a day for administrative duties that are required and receive a full check for seven hours? Is there any problem with consistency of the length of the day within the LEA?

A. As long as the lead teacher is working seven hours, he/she may be paid for seven hours. The lead teacher's employment does not have to be the same as the other teachers.

20. Q. The summer school is established as four hours and teachers will be paid for 2/3 of a day. May teachers work an additional half hour without pay for other duties such as waiting for buses?

A. No, teachers must be compensated for time worked.

21. Q. Can we have the first half of summer school the last two weeks in June, break for a week, and then have the last two weeks of school?

A. Yes, you may; however, the vacation week cannot be counted as time employed for pay, annual leave, or sick leave.

22. Q. If a teacher is needed for eighth grade summer school and the LEA can only find a teacher with K-6 certification, may she be hired?

A. Yes. State summer school is for remediation; therefore, the K-6 certification is allowable.

23. Q. Can teachers be employed for more than three days for the purposes of planning and evaluating other programs, completing reports, and participating in staff development activities?

A. Yes, a local unit may schedule a teacher in the migrant program summer school for more than three work days.

24. Q. When is the evaluation report due back in the Raleigh Office and who is responsible for it?

A. The evaluation report is due fifteen (15) days after the last day of school. The evaluation report can be completed by anyone the director assigns but the report must be reviewed and signed by the director.

APPENDICES

APPENDIX I.

GENERAL ASSEMBLY OF NORTH CAROLINA
1987 SESSION
RATIFIED BILL

CHAPTER 229
HOUSE BILL 510

AN ACT CONCERNING INTENSIVE REMEDIAL SUMMER SCHOOL PROGRAMS AND RELATED TRANSPORTATION IN THE LOCAL SCHOOL ADMINISTRATIVE UNITS

The General Assembly of North Carolina enacts:

Section 1.

The State Board of Education shall use funds available to the state to provide intensive remedial summer school programs and related transportation in the local school administrative units in grades 1 through 4, 6, and 8. It is the intent of the General Assembly that, where practical, the local school administrative units cooperate to provide joint summer school programs in an efficient and effective manner.

The State Board of Education shall adopt rules for the allotment and use of summer remediation funds on an equitable basis. In accordance with the Basic Education Program, first priority for the use of these funds shall be the provision of a remedial summer program to students in grades 3, 6, and 8 who fail to meet State promotion standards. Second priority shall be students in the grades funded who, in the judgment of local boards of education, need remedial instruction.

The summer school session in each local school administrative unit shall be a minimum of four weeks long and a maximum of six weeks long.

In order to allow local boards of education to plan their remedial summer programs effectively, funds available for remedial summer school programs may be carried over to the succeeding fiscal year.

Section 2.

Nothing herein contained shall be construed to obligate the General Assembly to make additional appropriations to implement the provisions of this act.

APPENDIX II.

SAMPLE LOCAL PROJECT OBJECTIVES

State each objective in your project application and follow objective with a statement indicating the degree to which the objective was met. Document your assessment of the attainment of each objective by adding appropriate summaries of test results, monitoring reports, minutes of the PAC meetings, and other items as indicated in the statement of the objectives.

Reading

By the end of the program, 90% of the elementary children involved in the migrant supplementary reading program who have both pre- and post-test scores will overcome two weaknesses identified on their personal education plan.

Mathematics

By the end of the math program, 90% of the migrant children who have both pre- and post-test scores, will overcome two weaknesses identified on their personal education plan as indicated by the teacher's records.

Health-Medical/Dental

By the ending date of the project, children with assessed health needs which cannot be met through the existing family, private, or public health agencies will be provided with minimal health services as indicated by a record of such referrals.

Social Services

During the operation of the project, children who are unable to attend school and benefit from the instructional program because of lack of clothing will be referred to the local department of social services or to the local Ministerial Association Clothes Closet, as indicated by a record of such referral.

Assessment

Within five (5) days after entering the instructional phase of the program, the regular classroom teacher or special migrant project teacher will have assessed the academic needs of each migrant child as indicated by needs assessment data maintained in the LEA.

Personal Education Plans (PEPs*)

Within ten (10) days after entering the instructional phase of this program, the regular classroom teacher or special migrant teacher will have developed a Personal Education Plan (PEP) for each child in the project as indicated by the PEPs on file in the LEA.

Dissemination*

By the end of the program, the project director will disseminate information about the program to the community as indicated by news releases, records of radio and television coverage, and other means of mass communications.

Eligibility Forms*

Throughout the operation of the project, the record clerk/recruiter will maintain up-to-date certification of eligibility forms as indicated by periodic monitoring checks by the local project director and migrant program coordinator.

Migrant Student Record Transfer System (MSRTS)*

Throughout the operation of the project, the record clerk, teachers, aides, and supporting personnel will maintain up-to-date MSRTS records as indicated by periodic monitoring checks by the project director and migrant program coordinator.

Project Evaluation*

Within fifteen (15) calendar days after the end of instructional activities, the local project director will have transmitted the completed evaluation report to the migrant program coordinator as indicated by the date the evaluation report is received in the Regional Education Center.

Recruitment*

Throughout the course of the project, the project recruiter will be involved in a continuing effort to identify and recruit migrant children as indicated by a pattern of increasing enrollments during the project period.

Parent Advisory Council*

By the end of the project activities, the local project director will document the participation of migrant parents by maintaining a file of the minutes of the Parent Advisory Council (PAC) meetings.

Parent Involvement*

By the end of the project activities, the local project director will document the involvement of migrant parents and teachers in project planning, operation, and evaluation as indicated by documents contained in the local project evaluation report.

Staff Development*

By the end of the project, the instructional staff will have participated in an organized program of staff development sponsored by the LEA as indicated by a record of attendance at the workshops and seminars.

Within the first two weeks, the project director and the recruiter/clerk will have participated in a workshop on MSRTS procedures and recruitment conducted by the Migrant Education Section as indicated by a record of attendance at the workshop.

Cultural Arts

Prior to the end of the project, migrant children with an assessed need in the cultural arts will have had opportunities to participate in drama, dance, art, and similar experiences offered by the school as indicated by records of class enrollments.

*Required

116d.56

HOW IS THE ELIGIBILITY OF A PARTICIPATING CHILD DOCUMENTED?

A. Basic Requirement. An SEA or an operating agency may not count a child under 116d.20 or provide program services to that child until the agency has:

1. Determined that the child is either a currently or formerly migratory child as defined under 116d3(d), and

2. Made a written record of the basis on which the child's eligibility was determined.

B. Information Bases.

1. In determining eligibility, an SEA or an operating agency may rely on credible information from any source, including that provided by the child or his/her parent(s) or guardian.

2. An SEA or an operating agency is not required to obtain documentary proof of either the child's eligibility or civil status from the child or his/her parent(s) or guardian.

APPENDIX IV.

DESCRIPTION OF TEMPORARY OR SEASONAL WORK

PRODUCTION OF FARM CROPS

. Contracted to share crop for one season
. Harvesting cucumbers
. Picking apples
. Pruning apple trees
. Planting (name of crop)
. Cultivating (name of crop)
. Digging potatoes
. Grading peaches (other crops)
. Packing tomatoes
. Topping tobacco
. Priming tobacco
. Preparing strawberry fields
. Preparing soil for planting

DAIRY, POULTRY, OR LIVESTOCK FARMING

. Temporary job cleaning poultry houses
. Cutting silage
. Shearing sheep
. Work on sheep ranch during lambing season
. Baling hay
. Temporary job building pig parlors

CULTIVATING/HARVESTING OF TREES

. Cutting Christmas trees
. Cut pulp wood from Mr. Smith's land (specify amount of pulp wood)
. Cut 25 acre tract of timber for (name of company)
. Cut firewood on 10 acre tract
. Thinning timber on a tree farm
. Planting seeds
. Planting seedlings
. Preparing soil for seedlings

FISHING OR FISH FARMING

. Worked at fish hatchery during spawning season
. Shrimping
. Digging clams
. Scalloping
. Digging oysters
. Temporary work tending fish ponds
. Shucking clams

PROCESSING FARM CROPS

. Seasonal job in pickle plant
. Temporary job in poultry plant during the turkey processing season
. Worked in cannery during harvest season
. Seasonal job at Seneca Juice Company
. Operating a cider press
. Packaging pinto beans (name crop)

APPENDIX V.

SUMMER TERM PROJECT ACTIVITIES

1. Basic Skills subjects
2. Guidance and counseling services
3. Dropout prevention activities
4. Extended school day activities
5. Vocational and job placement services
6. Time on tasks and study hall counseling
7. Computer literacy
8. Staff development activities
9. Enrichment activities for high achievers
10. Parent involvement activities
11. Self-concept development activities
12. Record transfer activities
13. Interagency coordination
14. Identification and recruitment
15. Validating student eligibility
16. Cultural enrichment activities
17. Home/school social relations services
18. Psychological and mental health services